DOCUMENT RESUME

ED 254 515 SP 025 921

AUTHOR Brooks, A. DeWayne; And Others
TITLE Testing for Student Teaching Competence and Its Implications.
PUB DATE Feb 85
NOTE 25p.; Paper presented at the National Conference of the Association of Teacher Educators (Las Vegas, NV, February 17-20, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Basic Skills; *Beginning Teachers; Higher Education; *Minimum Competency Testing; *State Standards; *Student Teachers; *Teacher Evaluation
IDENTIFIERS Assessment of Performance in Teaching; National Teacher Examinations; *South Carolina; South Carolina Educator Improvement Act

ABSTRACT

A discussion is presented of the component in the Educator Improvement Act (mandated by the state of South Carolina) which provides an evaluation procedure for prospective teachers beginning in the freshman year in college and ending during the first year of teaching. A description of the basic skills Educational Entrance Examination includes information on the ratings of selected public and private colleges for fall, 1984. Figures show some of the National Teacher Examination Specialty Area Tests required by the State Board of Education, along with their qualifying scores and performance ratings of South Carolina students. A description is given of the Assessment of Performance in Teaching (APT) instrument, which was designed to measure minimal competency in planning, teaching, classroom management, communication, and attitude. A summary is also given of APT procedures. The performance of South Carolina students on the APT is discussed. Evaluation procedures and special assistance for first year teachers are described. Appendixes include an outline of the South Carolina Teacher Area Examinations and minimum scores, and samples of test items. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED254515

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
DeWayne Brooks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"TESTING FOR STUDENT TEACHING COMPETENCE AND ITS IMPLICATIONS"

A paper presented at the
Association of Teacher Educators
National Conference
February 17-20, 1985

Dr. A. DeWayne Brooks
Dr. Sam L. Buckner
Dr. Chester R. Freeze
Dr. Edward F. Olive

SP025 921

According to Jane M. Kearns in the Journal of Teacher Education, a Gallup poll taken in the Spring , 1983 , found that 90% of the public favored competency tests for teachers. Apparently, many state departments of education agreed. In 1977, two states required a written examination for teacher certification; in 1980, twelve states required (or would require) such a test, and by 1983, twenty-one states required (or would require by some definite date) a written examination for teacher certification.

Although testing for teacher certification is not new, it has not been widely used since colonial times. Then, school boards, and later, county superintendents administered oral and written examinations to prospective teachers. Now, thirteen state departments of education require teacher applicants to take state-developed tests, and six states require applicants to take the National Teacher Examinations (NTE). These tests measure prospective teachers' competence in basic skills, subject-matter knowledge, pedagogical knowledge, or some combination of these. Certain states, however, require more than just a written examination; they mandate performance assessment of beginning teachers as well. Georgia was the front runner in this movement with its Teacher Performance Assessment Instruments (TPAI) and requires a year-long evaluation process of beginning teachers before certification. There are at least nine other states, as well, which currently require some form of performance assessment for certification of beginning teachers.

The southern states appear to be the most active in promoting both written and performance-based certification tests for beginning teachers. Beginning teachers are not, however, the only teachers being tested. At least one southern state, Arkansas, has also passed legislation that will require the state's on-the-job teachers to take competency tests. Because teacher certification in some states is no longer life-long, but must be periodically renewed, the future is likely to hold even more emphasis on competence testing, both written and performance based.

In 1979, the South Carolina General Assembly enacted Act#187, The Educator Improvement Act. One of the components of this act was an evaluation procedure for beginning teachers, which begins with the freshman year in college and ends during the first year of teaching. Components of this evaluation procedure include competence in basic skills, subject matter knowledge and performance assessment in the classroom both during student teaching and first year teaching.

Basic Skills Entrance Examination

Act #187 requires the State Board of Education through the State Department of Education and the Commission on Higher Education to adopt program approval standards so that beginning with the 1982-83 school year all colleges and universities in this state that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination before final admittance into the undergraduate teacher education program.

1. A student may initially take the basic skills examination during his first or second year in college.
2. Students may be allowed to take the examination no more than three times.
3. If a student has not passed the examination, he may be conditionally admitted to a teacher education program. Such admittance shall not exceed one year. If he has not passed the examination within one year of the conditional admittance, he shall not be allowed to continue in the teacher education program.
4. The state will administer the basic skills examination two times per year.
5. The results of the examination are reported to the colleges, universities and students in such a form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance.

Almost all South Carolina college students who took the Educational Entrance Exam in 1983 passed the test. Figures showed similar passing percentages for the more than 1,200 students who took the test in 1984. Ninety-four (94) percent passed the reading portion of the exam; ninety-four (94) percent passed math and ninety-nine (99) percent passed writing.

The figures for 1983 were ninety-three (93) percent, reading; ninety-five (95) percent, math ; and ninety-eight (98) percent,writing.

Some state education officials expressed strong dissatisfaction with the low cut-off scores. However, the Education Department did not deliberately set out to toughen the standards. The standards had to be reviewed because the test had been revised. A comprehensive review of the exam was undertaken in July, 1983, and major revisions were made by a committee of educators. These changes necessitated the revision of the passing standards .

With the upgraded exam standards, education officials estimated passing percentages for the next testing group would vary from sixty-four (64) percent in reading to sixty-two (62) percent in math and eighty-five (85) percent in writing.

The new standards require that students correctly answer forty-five (45) of fifty-six (56) items on the reading test, forty (40) of fifty-six (56) items on the math test, and three of a possible four points in the writing portion. The previous standard required thirty-six (36) of sixty (60) items correct in reading, thirty-six (36) of eighty-one (81) items correct in math, and six points of a possible twelve in writing.

Failure rates increased dramatically on the Education Entrance Examination according to test data released on December 15, 1984, by the State Board of Education.

According to State Board of Education figures, only fifty-four (54) percent of the 1011 students who took the test on October 20, managed to pass the reading, math and writing portions of the exam.

The new standards had their greatest impact on students at predominately black public and private colleges in the state.

Public and private colleges with the best performances this Fall were Furman University, twenty-six (26) students or ninety (90) percent passed; Columbia Bible College, sixteen (16) or eighty-nine (39) percent passed; Clemson University, thirty-one (31) or eighty-nine (89) percent passed; Converse College, twenty-four (24) students or eighty-six (86) percent passed; College of Charleston, fifty (50) or eighty-six (86) percent passed.

National Teachers Examination

One intent of the legislation is to insure that "prospective teachers know and understand their teaching area and are given assistance toward the achievement of their potential."

The act required that the State Board of Education shall "use the specific teaching area examinations of the National Teachers Examination(NTE) for certification purposes." Some of the NTE Speciality Area Tests along with their qualifying scores are shown in Figure 1.

Figure 1

TEST NAME	PASSING SCORE	PERCENTILE
ART EDUCATION	500	18
BIOLOGY and GENERAL SCIENCE	590	33
BUSINESS EDUCATION	540	25
CHEMISTRY PHYSICS and GENERAL SCIENCE	570	49
EARLY CHILDHOOD EDUCATION	520	20
ELEMENTARY EDUCATION	590	46
EDUCATION of the MENTALLY RETARDED	590	46
EDUCATIONAL ADMINISTRATION and SUPERVISION	590	35
ENGLISH LANGUAGE and LITERATURE	500	16
FRENCH	610	55
GUIDANCE COUNSELOR	550	21
INDUSTRIAL ARTS EDUCATION	570	29
TEACHING of READING	500	18
MATHEMATICS	590	56
MEDIA SPECIALIST	640	37
MUSIC EDUCATION	480	11
PHYSICAL EDUCATION	590	40
READING SPECIALIST	500	18
SOCIAL STUDIES	550	36
SPANISH	590	43

In an area in which an area teaching examination of the NTE was not available, the State Board would "use the teaching examinations developed in accordance with section 3 (Section 3, Act #187) for certification purposes as soon as these examinations were prepared, validated and ready for use". Fourteen area examinations are to be developed, composing the South Carolina Teaching Area Examinations (SCTAE). The SCTAE Examinations along with passing scores are shown in Figure 2.

Figure 2

AREA OF CERTIFICATION	TEACHING AREA EXAMINATION	REQUIRED SCORE
SPEECH CORRECTIONIST	SPEECH-LANGUAGE PATHOLOGY	71
LATIN	LATIN	55
GERMAN	GERMAN	76
EARTH SCIENCE	EARTH SCIENCE	54
PSYCHOLOGY	PSYCHOLOGY	60
DISTRIBUTIVE EDUCATION	MARKETING AND DISTRIBUTIVE EDUCATION	79
SPEECH AND DRAMA	SPEECH AND DRAMA	79
HEALTH	HEALTH EDUCATION	77
LEARNING DISABILITIES	SPECIAL EDUCATION-LEARNING DISABILITIES	75
EMOTIONALLY HANDICAPPED	SPECIAL EDUCATION-EMOTIONALLY HANDICAPPED	70
ORTHOPEDICALLY HANDICAPPED	SPECIAL EDUCATION-ORTHOPEDICALLY HANDICAPPED	80
HEARING HANDICAPPED	SPECIAL EDUCATION-HEARING HANDICAPPED	77
VISUALLY HANDICAPPED	SPECIAL EDUCATION-VISUALLY HANDICAPPED	68
TRADES AND INDUSTRIES	TRADES AND INDUSTRIES	57

In addition to using NTE and SCATE Examinations, the State Board was instructed to report the results of the teaching examinations to the student in such a form that he will be provided specific information about his strengths and weaknesses. An example of one such report is shown in Appendix 2. The State Board was also instructed to report to each training institution in the state the performance of its graduates on the teaching examinations. This report is used to help the institution in identifying strengths and weaknesses in its teacher education programs.

Figure 3 shows some NTE test results from Clemson University over the past two (2) years. The passing rate for Clemson University students over all academic areas is 80%. This is based on a return rate of 75%. Figure 3 indicates that Mathematics Education, Elementary Education, Languages and Social Studies are areas where improvement is desired.

FIGURE 3

MAJOR	NUMBER	PASSING RATE
EARLY CHILDHOOD	46	100%
ELEMENTARY EDUCATION	103	78%
MATHEMATICS	25	60%
SCIENCE TEACHING	20	95%
ENGLISH	15	100%
SOCIAL STUDIES	17	65%
LANGUAGES	2	0%

One question which has been investigated informally at Clemson University is "What are some predictors of passing NTE scores?" Figure 4 shows some correlation coefficients between NTE scores and other variables.

Figure 4

CORRELATION OF NTE SCORES WITH OTHER VARIABLES

NTE AREA	OTHER VARIABLE	CORRELATION	N	LEVEL OF CONFIDENCE
BIOLOGY AND GENERAL SCIENCE	SAT V	.73	11	.0094
	SAT M	.88	11	.0003
EARLY CHILDHOOD	SAT V	.66	32	.0001
	GPR	.365	32	.0263
ELEMENTARY EDUCATION	SAT V	.51	88	.0001
	SAT M	.425	88	.0001
	GPR	.37	88	.0001
ENGLISH	GPR	.69	15	.0045
MATHEMATICS	SAT V	.10	12	.7821
	SAT M	.50	12	.1683
	GPR	.32	12	.2999
SOCIAL STUDIES	SAT V	.53	13	.0617
EARLY CHILDHOOD (BY ELEM. MAJORS)	GPR	.83	13	.0004
ELEMENTARY EDUCATION (BY EARLY CHILDHOOD MAJORS)	SAT V	.63	17	.0077
	SAT M	.51	17	.0364
	GPR	.43	17	.0794

These score results have led us to initiate a program for upgrading our methods courses through subject area testing and remediation. NTE study sessions are offered for mathematics teachers and curriculum revisions are being discussed.

Assessment of Student Teachers

The Instrument

The Educator Improvement Act (Act 187 of 1979) established an educator improvement task force to design and supervise the development of an instrument to evaluate teaching performance in South Carolina.

This instrument, the Assessment of Performance in Teaching (APT) was derived from a compilation of teacher evaluation forms gathered from more than fifty systems across the nation plus a survey of all the educators in the State of South Carolina. Through concurrent and construct validation studies, and data analysis of pilot and field study tests for objectivity, reliability and validity, the instrument has been prepared in its present form for statewide implementation.

This instrument is not intended to measure proficiency; it is designed, instead, to measure minimal competency. It is used to determine whether teachers can apply fundamental teaching skills in the classroom when called upon; to measure only those teaching skills that can be observed during classroom instruction and are generic to all teaching areas. Many other factors important in teacher evaluation cannot be measured by APT.

The same instrument is used to measure both student teachers and first year teachers. However, passing standards are required of all beginning (provisional contract) teachers in South Carolina; whereas student teachers are remediated in areas they do not pass - dictated by the standards of the university. Those provisional contract teachers who do not meet the required standards with a second attempt may not be employed again in the school systems of the state.

APT is divided into five Performance Dimensions with each being measured by eight to eleven statements. The statements are dichotomous (yes-no) decisions that indicate whether the skill was demonstrated during the lesson. Evidence is written on the observation form to deny or give credit to the specific skill listed. The evaluation is a composite of the ratings of three observers, usually the classroom supervisor, the principal, and the college supervisor. The five performance dimensions established by the task force are planning, teaching, classroom management, communication, and attitude.

An in-depth orientation introduces student teachers to the APT instrument. Each is also given a copy of the instrument weeks before the first evaluation. After orientation, the student teacher schedules three observation sessions. Unannounced observations are not allowed. The object of the assessment is to help the student teachers, not to trick them. The teachers prepare three "showcase" lessons - each different - to take place within a two-week period of time. The result should be the identification of teachers who can, upon request, demonstrate essential skills in teaching and the identification of those who cannot.

The completion of a planning sheet for each lesson is a requirement of the APT. This sheet is not a substitute for regular lesson plans but is an adaptation for evaluation purposes. The planning sheets are evaluated prior to the classroom visit by the observer.

After the observer's visit to the classroom, ratings are prepared immediately so that evidence of the demonstration can be recalled and cited on the observation instrument. Self-evaluations are completed by the student teachers to compare with the observer's rating sheet at the follow-up conference. Any performance deficiencies found are addressed immediately with remediation.

The Observers

Only teachers with extensive educational experience are used to observe student teachers. They are trained to meet rigid standards of reliability. Observers must be able to state specific evidence or to cite a particular incident to show that the teacher has demonstrated the skill or behavior. It is of utmost importance to this evaluation process that only demonstrations that were observed ,not assumed, be recorded.

In order to obtain consistency and objectivity in scoring, the evaluation of observers is now done by trained experts at the state level. A composite score of forty-four(44) is required for passing. Any educator who serves as an observer must complete successfully this reliability training, including administrators, classroom supervisors and college personnel who work with student teachers. To date, the APT has been more discriminating in the training of observers than in the screening of student teachers.

A Summary of APT Procedures:

1. All observers must be trained in the use of the APT instrument.
2. All beginning teachers and student teachers must be given an orientation to the process.
3. Three observation periods are scheduled.
4. The teacher to be observed prepares three showcase lessons and completes three different planning sheets.
5. The observations take place and observation sheets are completed by the observers and the student teachers.
6. A conference is held within one week to discuss the teacher's strengths and weaknesses indicated by the evaluations.
7. Remediation and/or a second set of three evaluations must be provided to teachers who do not pass the initial evaluations.

(Assessment of Performance in Teaching, Observation Instrument, p. 5)

The Results

Students are scoring well on the APT instruments. In a recent survey of the last two consecutive semesters, using a total of 210 subjects, the average score was 47.5 of a possible fifty-one (51) points. In a breakdown of assessments by disciplines, including English, math, science and social studies, no significant difference was shown in scores.

The results of the evaluations are used by the department to improve the teacher training program. Two items of the fifty-one (51) on the instrument have been identified as the most often missed: Performance Dimension 5g, the value of the lesson; and Performance Dimension 5f, reasons for actions, decisions, or directives.

The Performance Dimension with the lowest overall scores is PD5, " A Competent Beginning Teacher Demonstrates A Positive Attitude Toward Students And Learning." As a result of this finding, increased efforts are made to improve student attitudes toward teaching and the profession in general.

A growing concern created by the use of the APT instrument has been the feeling generated in students that if they score well on the APT, then they have been very successful in the student teaching experience. The tendency is to forget or ignore the fact that the instrument measures minimal competencies only. However, this may be a local indication of a larger national concern that the "heart" is going out of teaching as so much competency and objectivity goes in.

Evaluation of First Year Teachers

An orientation session on the evaluation instrument, Assessment of Performance in Teaching (APT), shall be provided at least two weeks prior to their first evaluation. The first-year teacher shall be informed of the evaluation process and purposes and shall be provided with a copy of the evaluation instrument.

In the Fall of 1982, all school districts used the APT as the evaluation instrument for first-year teachers; however, no employment decisions were made based on the APT until the 1983-84 school year. A first-year teacher must be observed by three different observers.

All observers-evaluators who use the instrument shall have received reliability training through a state-approved reliability training program in the use of the instrument. The State Department of Education will maintain records of training sessions and eligibility of observers of first-year teachers.

Each set of evaluations of the first-year teacher shall consist of three observations by a designated representative(s), (experienced teacher, principal, and district administrator) of the school district and shall be followed by a post conference where the first-year teacher shall be provided with a written report on demonstrated strengths and weaknesses, with recommendations for improvement.

The first set of evaluations shall be completed after twenty (20) school days and before November 5. The second set of evaluations shall be completed by March 31.

Teachers who begin in midyear shall have their first set of evaluations after twenty (20) school days and before March 31. Teachers who begin in midyear but fail the APT in their first attempt may be employed at the district's discretion the following year and allowed opportunity to participate in the remediation and evaluation process.

The first set of evaluations for teachers who begin employment at a time other than the beginning of a year or midyear shall be completed after 20 days of employment and before the ninetieth day of employment.

Local school districts shall report the results of the administration of the evaluation instrument for each first-year contract teacher to the State Department of Education by December 5 of each school year. Evaluations conducted in the second semester of the school year shall be reported by May 1 of each school year.

Special Assistance for First Year Teachers

The principal or designee shall develop a written plan outlining special assistance that will be provided to first-year teachers in carrying out their duties and a copy of such plan shall be provided each first-year teacher upon employment. The special assistance plan shall include but not be limited to the following:

An experienced teacher or teaching supervisor shall be assigned to assist each first-year teacher.

The principal or designee shall schedule an individual conference with each first-tear teacher prior to the opening of school. The conference shall explain the written plan outlining special assistance that will be provided; special education needs of students assigned; teaching techniques related to success in the subject area to which the first-year teacher has been assigned; and administrative expectation of performance of the first-year teacher.

A second conference shall be scheduled within the first six weeks of school to discuss teacher performance.

The school district shall give each first-year contract teacher appropriate advice and assistance to help remedy any deficiencies that are found during the required evaluation.

How Well Did Former Clemson Students Perform on the APT?

The "heart" of Teacher Education evaluation can only be measured by the teacher's performance in the classroom. In the 1983-84 school year, sixty-two (62) former Clemson students were evaluated with the APT. Sixty-one (61) of these provisional teachers passed the APT on their first evaluation. One teacher was evaluated twice and passed on the second evaluation.

Figure 5

1982-83 Clemson Graduates Evaluated with the APT in 1983-84*
Means and Standard Deviations of APT PD and Total Scores

Score	Mean	Standard Deviation
PD1	7.62	.447
PD2	10.58	.593
PD3	10.76	.420
PD4	10.57	.409
PD5	8.98	.898
TOTAL	48.50	1.721

* Based on 63 observations of 62 students.

This high performance rate may be attributed to selective admission, to in-depth orientation sessions on the APT and to Clemson's Student Teachers Observation Instruments which are patterned after the APT.

BIBLIOGRAPHY

"Failure Rate Rises On Teaching Test," The State , 15 december 1984.

Deborah Hamm, Office of Educational Research, South Carolina State Department of Education, to DeWayne Brooks, Columbia, 15 January 1985, Personal Files of DeWayne Brooks, Clemson, South Carolina.

South Carolina State Department of Education, Regulations to Implement Act #187 for 1982-83. Unpublished document. July 15, 1982. (Typewritten)

"State Toughens Standards for Teaching Exam," The Greenville News and Greenville Piedmont, 16 September 1984.

Phoebe Winter, Office of Research, South Carolina State Department of Education, to DeWayne Brooks, Columbia, 29 January 1985, Personal Files of DeWayne Brooks, Clemson, South Carolina.

APPENDIX 1

D. REQUIRED EXAMINATIONS

All applicants for a teaching certificate must take and score the minimum qualifying score acceptable for certification in each area as determined by the South Carolina State Board of Education.

1. South Carolina Teaching Area Examinations and minimum scores

Effective December 4, 1982, the following South Carolina Teaching Area Examinations and minimum scores will be required for certification as indicated.

Area of Certification	Teaching Area Examination	Required Score
Speech Correctionist	Speech-Language Pathology	71
Latin	Latin	55
German	German	76
Earth Science	Earth Science	54
Psychology	Psychology	60
Distributive Education	Marketing and Distributive Education	79
Speech and Drama	Speech and Drama	79
Health	Health Education	77
Learning Disabilities	Special Education - Learning Disabilities	~~67~~ 75
Emotionally Handicapped	Special Education - Emotionally Handicapped	~~56~~ 70
Orthopedically Handicapped	Special Education - Orthopedically Handicapped	~~56~~ 80
Hearing Handicapped	Special Education - Hearing Handicapped	~~59~~ 77
Visually Handicapped	Special Education - Visually Handicapped	~~59~~ 68
Trades and Industries (29 specific fields)	Trades and Industries	57

2. **National Teacher Area Examinations and minimum scores**

A score on the Teaching Area Examination of the National Teacher Examinations is required for certification in those areas for which an appropriate teaching area examination exists and has been validated for use in South Carolina. Minimum required scores on the appropriate Teaching Area Examinations are as follows:

Area of Certification	Teaching Area Examination	Required Score
Accounting and Related Business	Business Education	540
*Administration		
Elementary School Principal and Supervisor	Educational Administration and Supervision	590
Secondary School Principal and Supervisor	Educational Administration and Supervision	590
School Superintendent	Educational Administration and Supervision	590
Advanced Fine Arts		
Art	Art Education	500
Music	Music Education	480
Agriculture	Agriculture	390
Agricultural Mechanics	Agriculture	390
Animal Science	Agriculture	390
Art	Art Education	500
Biology	Biology and General Science	590
Chemistry	Chemistry, Physics and General Science	570
Early Childhood Education	Early Childhood Education	520
Educable Mentally Handicapped	Education of the Mentally Retarded	590
Economics	Social Studies	550
Elementary Education	Education in the Elementary School	600
English	English, Language and Literature	500
Environmental Science	Agriculture	390
Forestry	Agriculture	390
French	French	610

*The NTE Educational Administration and Supervision area examination and the minimum score of 590 were adopted on April 13, 1983, for purposes of certification in the administrative areas by the South Carolina State Board of Education.

National Teacher Area Examinations and minimum scores (continued)

Area of Certification	Teaching Area Examination	Required Score
General Science	Biology and General Science	590
	or	
	Chemistry, Physics and General Science	570
Geography	Social Studies	550
Government	Social Studies	550
History	Social Studies	550
Home Economics	Home Economics Education	540
Horticulture	Agriculture	390
Industrial Arts	Industrial Arts Education	570
Language Arts - Middle School	English, Language and Literature	500
Mathematics (Including Middle School)	Mathematics	590
Media Communication Specialist	Media Specialist, Library and Audio-Visual Services	640
Media Specialist/Library Science	Media Specialist, Library and Audio-Visual Services	640
Music Education - Choral	Music Education	480
Music Education - Instrumental	Music Education	480
Music Education - Piano	Music Education	480
Music Education - Violin	Music Education	480
Music Education - Voice	Music Education	480
Office Occupations	Business Education	540
Physical Education	Physical Education	590
Physics	Chemistry, Physics and General Science	570
Science (including Middle School)	Biology and General Science	590
	or	
	Chemistry, Physics and General Science	570
Secretarial Science	Business Education	540
Social Studies (Including Middle School)	Social Studies	550
Sociology	Social Studies	550
Spanish	Spanish	590
Trainable Mentally Handicapped	Education of the Mentally Retarded	590

APPENDIX 2

SOUTH CAROLINA SUPPLEMENTARY REPORT FOR INSTITUTIONS

(1) INSTITUTION [redacted] NTE TEST DATE: NOVEMBER 1981 (2)

(3) [redacted]

(4) TEST: EDUCATION IN THE ELEMENTARY SCHOOL

(5) CATEGORY DESCRIPTION NUMBER OF ITEMS: 24 (6)

I LANGUAGE ARTS

	RIGHTS		WRONGS		OMITS		NOT REACHED	
	# OF ITEMS	F	# OF ITEMS	F	# OF ITEMS	F	# OF ITEMS	F
			15	1				
			14	-				
			13	1	11	1		
			12	2	10	1		
			11	3	9	-		
			10	2	8	2		
(7)	20- 21	2	9	1	7	1	7	1
	18- 19	1	8	6	6	4	6	1
	16- 17	4	7	6	5	4	5	1
	14- 15	5	6	5	4	-	4	5
	12- 13	9	5	2	3	4	3	-
	10- 11	6	4	3	2	6	2	-
	8- 9	3	3	1	1	8	1	1
	6- 7	6	2	3	0	5	0	27
(8)	TOTAL	36		36		36		36
	MEAN	12.2		7.4		3.3		1.1
(9)	STD. DEV.	3.7		3.1		2.9		2.0

(10) THE QUALIFYING SCORE SET BY THE SOUTH CAROLINA DEPARTMENT OF EDUCATION ON THIS TEST IS 600. OF THE 36 EXAMINEES WHO CODED YOUR INSTITUTION AS THE ONE THEY ATTENDED, 21, OR 58%, HAD SCORES OF 600 OR HIGHER.

(11) THE RELATIVE STANDINGS OF THESE STUDENTS, COMPARED WITH ALL EXAMINEES WHO TOOK THIS TEST AT ALL SOUTH CAROLINA CENTERS ON THIS TEST DATE, ARE:

(12)

ABOVE AVERAGE	7
SLIGHTLY ABOVE AVERAGE	18
AVERAGE	0
SLIGHTLY BELOW AVERAGE	11
BELOW AVERAGE	0
TOTAL	36

SAMPLE

SOUTH CAROLINA SUPPLEMENTARY REPORT FOR NTE EXAMINEES

THIS IS A DETAILED REPORT OF YOUR PERFORMANCE ON THE NTE
Education in the Elementary School
THE QUALIFYING SCORE SET BY THE SOUTH CAROLINA DEPARTMENT
OF EDUCATION ON THIS TEST IS 600. YOUR SCORE WAS 540.

[redacted]

TEST DATE: NOV 81
REG NUMBER: [redacted]
ETS ONLY: [redacted]

There were 150 questions on this test. You answered 67 right, 53 wrong; you omitted 20 questions, and the last question you answered was #140. "Omitted" questions are those you did not answer prior to the last question you answered. There were 10 questions that you did not reach.

The detailed report that follows gives you some information about how you did on subcategories of questions within the test.

CATEGORY DESCRIPTION	NUM QUEST	PERFORMANCE ON TEST QUESTIONS %RIGHT	%WRONG	%OMIT	%NOT REACH	RELATIVE STANDING*
I Language Arts	24	45.8	29.8	16.7	16.7	5-6 SLIGHTLY ABOVE AVG
II Reading	26	42.3	50.0	3.8	3.8	4-5 SLIGHTLY BELOW AVG
III Mathematics	27	40.7	33.3	22.2	3.7	4-5 SLIGHTLY BELOW AVG
IV Science	20	40.0	30.0	20.0	10.0	4-5 SLIGHTLY BELOW AVG
V Social Studies	21	42.9	42.9	9.5	4.8	4-5 SLIGHTLY BELOW AVG
VI Music	11	54.5	36.4	9.1	0.0	4-6 AVERAGE
VII Art	10	50.0	50.0	0.0	0.0	4-6 AVERAGE
VIII Physical Education	11	54.5	18.2	18.2	9.1	4-6 AVERAGE

For all of these categories, the emphasis is on concept and skill development, evaluation, diagnosis and remediation, readiness, and instructional techniques and materials as opposed to specific content knowledge.

TOTAL	150	44.7	35.3	13.3	6.7	4-5 SLIGHTLY BELOW AVG

SAMPLE

BEST COPY AVAILABLE

*S=AVERAGE FOR ALL EXAMINEES WHO TOOK THIS EXAMINATION AT SOUTH CAROLINA CENTERS IN NOV 1981

SOUTH CAROLINA SUPPLEMENTARY REPORT FOR NTE EXAMINEES

THIS IS A DETAILED REPORT OF YOUR PERFORMANCE ON THE NTE Mathematics
THE QUALIFYING SCORE SET BY THE SOUTH CAROLINA DEPARTMENT OF EDUCATION ON THIS TEST IS 590. YOUR SCORE WAS 510.

[redacted]

TEST DATE: NOV 81
REG NUMBER: [redacted]
ETS ONLY: [redacted]

There were 119 questions on this test**. You answered 32 right, 26 wrong; you omitted 61 questions, and the last question you answered was #120. "Omitted" questions are those you did not answer prior to the last question you answered. There were 0 questions that you did not reach.

The detailed report that follows gives you some information about how you did on subcategories of questions within the test.

	CATEGORY DESCRIPTION	NUM QUEST	PERFORMANCE ON TEST QUESTIONS %RIGHT	%WRONG	%OMIT	%NOT REACH	RELATIVE STANDING*
I	Basic (pre-college) Mathematics: Topics covered assume nothing past intermediate algebra, and include the metric system, estimation, area and volume, theorems typically encountered in high school geometry, visualization in 2- and 3-space, ratio and proportion, solutions to linear inequalities, solutions to linear and quadratic equations, simultaneous linear equations, positive and negative (integral) exponents	32	43.8	18.8	37.5	0.0	5-6 SLIGHTLY ABOVE AVG
II	Pre-calculus College Mathematics: Covers freshman college algebra, trigonometry, analytic geometry, and courses specifically designated "Pre-Calculus Mathematics", including such topics as simple trigonometric identities, absolute value, fractional exponents, scientific notation, quadratic inequalities, irrational numbers, complex numbers, logarithms, domain and range of a function, and graphs of functions (elementary, trigonometric, exponential)	29	34.5	34.5	31.0	0.0	5-6 SLIGHTLY ABOVE AVG
III	Upper-division Mathematics: Covers calculus, number theory, college geometry, linear and abstract algebra, and probability and statistics, and includes topics such as limits, maxima and minima, vectors and vector spaces, matrices and determinants, the real numbers as infinite decimals, advanced plane geometry, properties of algebraic structures, and congruence for integers	37	13.5	16.2	70.3	0.0	4-5 SLIGHTLY BELOW AVG
IV	Professional Understanding and Pegagogy: Covers history of mathematics, along with material presumed learned in a methods course, including topics such as analyzing student errors, methods of teaching, curriculum, and the learning of mathematics	21	14.3	19.0	66.7	0.0	3-5 SLIGHTLY BELOW AVG
	TOTAL	119	26.9	21.8	51.3	0.0	5 AVERAGE

**One additional question was not scored.

SAMPLE
BEST COPY AVAILABLE

*5=AVERAGE FOR ALL EXAMINEES WHO TOOK THIS EXAMINATION AT SOUTH CAROLINA CENTERS IN NOV 1981